

**THE DETERMINANTS OF LEARNING ENGLISH OF
STUDENTS WITH VISUAL IMPAIRMENT: A CASE AT
UNIVERSITAS NEGERI PADANG**

THESIS

*Submitted as Partial Fulfillment of the Requirements to Obtain
Bachelor of Education (B.Ed) in English Language Education*



By:

Nabila Ningra

NIM 18018019

Supervisor:

Delvi Wahyuni, S.S. M.A.

NIP. 198206182008122003

ENGLISH LANGUAGE AND LITERATURE DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

UNIVERSITAS NEGERI PADANG

2023

HALAMAN PERSETUJUAN SKRIPSI

Judul : The Determinants of Learning English of Students with
Visual Impairment: A Case at Universitas Negeri Padang

Nama : Nabila Ningra

NIM : 18018019

Program Studi : Pendidikan Bahasa Inggris

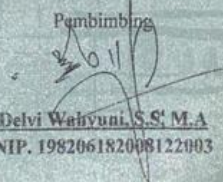
Departemen : Bahasa dan Sastra Inggris

Fakultas : Bahasa dan Seni

Padang, 08 Februari 2023


Disetujui oleh,

Pembimbing


Delvi Wahyuni, S.S, M.A
NIP. 198206182008122003

Mengetahui,

Ketua Departemen Bahasa dan Sastra
Inggris


Desvalini Anwar, S.S., M.Hum., Ph.D
NIP. 19710525 199802 2 002

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Dinyatakan lulus setelah dipertahankan di depan Tim Penguji Skripsi
Program Studi Pendidikan Bahasa Inggris Jurusan Bahasa dan Sastra Inggris
Fakultas Bahasa dan Seni Universitas Negeri Padang
dengan judul

**“The Determinants of Learning English of Students with Visual Impairment:
A Case at Universitas Negeri Padang”**

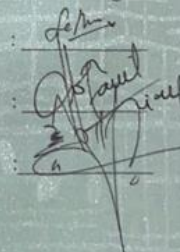
Nama : Nabila Ningra
NIM : 18018019
Program Studi : Pendidikan Bahasa Inggris
Departemen : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, 08 Februari 2023

Tim Penguji

Tanda Tangan

1. Ketua : Senorica Yulia Sari, S.Pd, M. TESOL
2. Sekretaris : Dinovia Fanni Kher, M.Pd.
3. Anggota : Delvi Wahyuni, S.S, M.A





SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan dibawah ini:

Nama : Nabila Ningra
NIM / TM : 18018019 / 2018
Program Studi : Pendidikan Bahasa Inggris
Departemen : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Dengan ini menyatakan bahwa Tugas Akhir saya dengan judul "*The Determinants Of Learning English Of Student With Visual Impairment: A Case At Universitas Negeri Padang*" adalah benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukuman sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi Universitas Negeri Padang maupun masyarakat dan negara.

Demikian pernyataan ini saya buat dengan penuh kesadaran dan rasa tanggung jawab sebagai anggota masyarakat ilmiah.

Diketahui oleh,

Ketua Departemen Bahasa dan Sastra Inggris

Desvalini Anwar, S.S, M.Hum, Ph.D

NIP. 19710525.1999802.2.002

Saya yang menyatakan,



Nabila Ningra

NIM. 18018019

ACKNOWLEDGEMENTS

First of all, the writer would like to deliver her highest gratitude to Allah SWT for his mercy and guidance in giving her full strength to complete this thesis. The author realizes that this thesis could not have been completed without many people's support, motivation, direction, and advice during the preparation of this thesis. In this precious opportunity, the writer would like to express her sincere gratitude to the following people:

1. Desvalini Anwar, S.S., M.Hum., Ph.D., as the Head of the English Language and Literature Department.
2. Delvi Wahyuni, S.S, M.A., as her thesis supervisor, for her help, instruction, guidance, valuable time, and support in correcting and helping her finish her thesis.
3. Senorica Yulia Sari, S.Pd., M. TESOL., and Dinovia Fannil Kher, M.Pd., as her thesis examiners.
4. The English Language and Literature Department's lecturers.
5. Her beloved and precious parents, Irwan Suardi and (Almh) Risnayetti, always support her mentally and physically during writing this thesis.
6. Her beloved brother and sisters, Robby Sundari and Aulia Aura for their help, love, and care whenever the writer needs it.
7. All her supporting friends, Allika Haya Fahrunita, Mella Andriani, Nurul Hanisah Nasution, Marisa Destia Hasibuan, Elya Haviza, Analia Suryadewi, Fajar Ibrahim, Fauzan Muttaqien for their support, advice, and care whenever the writer needs it.
8. All her supporting participants who participate on her research, for their time and contribution on this research.

Furthermore, the writer would like to express her deepest thankfulness to all the family members who always give their countless love and powerful prayer. Also for everyone who always support the writer during this time that names can't be mentioned one by one.

Finally, the author realized that this thesis is still far from perfect. Therefore, the author expects criticism and suggestions for improving this thesis.

Padang, 31 January 2023

Nabila Ningra

ABSTRAK

Ningra, Nabila (2023). The Determinants Of Learning English Of Students With Visual Impairment: A Case At Universitas Negeri Padang. Thesis. Fakultas Bahasa Dan Seni. Universitas Negeri Padang.

Dalam belajar bahasa Inggris ada faktor-faktor yang menentukan atau disebut determinan. Penelitian ini dilakukan di Universitas Negeri Padang untuk mengetahui determinan belajar bahasa Inggris pada anak tunanetra. Ada tujuh responden yang sedang menempuh pendidikan di Universitas Negeri Padang. Penelitian ini dilakukan dengan metode kualitatif dan menggunakan kuesioner sebagai alat pengumpulan data. Hasil penelitian menunjukkan bahwa determinan pembelajaran bahasa Inggris mahasiswa tunanetra di Universitas Negeri Padang adalah bakat, motivasi dan kesempatan. Berdasarkan hasil penelitian, persentase jawaban responden untuk bakat adalah 53%, kemudian persentase jawaban responden untuk motivasi adalah 71% dan persentase jawaban untuk kesempatan adalah 67%. Persentase ini cukup untuk menjawab bahwa bakat, motivasi dan kesempatan menjadi penentu dalam belajar bahasa Inggris bagi mahasiswa tunanetra di Universitas Negeri Padang.

Key words: Belajar Bahasa Inggris, Tuna Netra, Bakat, Motivasi, Kesempatan

ABSTRACT

Ningra, Nabila (2023). The Determinants Of Learning English Of Students With Visual Impairment: A Case At Universitas Negeri Padang. Thesis. Fakultas Bahasa Dan Seni. Universitas Negeri Padang.

In learning English there are factors that determine or are called determinants. This research was conducted at Padang State University to find out the determinants of learning English in children with visual impairments. There were seven respondents who were studying at Universitas Negeri Padang. This study was conducted with qualitative methods and using a questionnaire as a tool of data collection. The results of the study show that the determinants of learning English of students with visual impairment at Universitas Negeri Padang are aptitude, motivation and opportunity. Based on the research results, the percentage of respondents' answers for aptitude is 53%, then the percentage of respondents' answers for motivation is 71% and the percentage of answers for opportunity is 67%. This percentage is sufficient to answer that aptitude, motivation and opportunity are determinants in learning English for students with visual impairment at Padang State University.

Key words: Learning English, Visual Impairment, Aptitude, Motivation, Opportunity

TABLE OF CONTENTS

	Page
COVER	
TABLE OF CONTENTS	vi
CHAPTER 1	1
INTRODUCTION	1
A. Background of the Problem	1
B. Focus of The Research.....	3
C. Formulation of The Problem.....	3
D. Research Question.....	3
E. Purpose of The Research	4
F. Significance of The Research	4
G. Definition of Key Terms.....	5
CHAPTER II	6
REVIEW OF RELATED LITERATURE	6
A. Review of Related Theories.....	6
B. Relevant Research	17
C. Conceptual Framework.....	18
CHAPTER III	19
RESEARCH METHODOLOGY.....	19
A. Research Design	19
B. Research Setting	19
C. Participants.....	19
D. Instrument	20
E. Technique of Data Collection	22
F. Technique of Data Analysis.....	23
CHAPTER IV	25
FINDINGS AND DISCUSSION.....	25
A. Data Description	25
B. Findings.....	27
C. Discussion.....	27
CHAPTER V	34
CONCLUSION AND SUGGESTION	34

A. Conclusion.....	34
B. Suggestion	34
REFERENCES	35
APPENDICES	43

LIST OF TABLES

Table 3.1 Participants' Profile	21
Table 4.1 Participants' Answer On Determinant Of Learning English	27

LIST OF APPENDICES

Appendix 1. Validation Sheet.....	44
Appendix 2. Google Form Sheet	94
Appendix 3. Participants' Answer on Google Form.....	95
Appendix 4. Participants' Answer Data Sheet	97

CHAPTER I

INTRODUCTION

A. Background of The Problem

A determinant is a cause of something (Hahn, 2021). The term determinant in this sense is a factor that is decisive or final in its nature in a causal relationship. Determinants can be organic in nature and are causal factors that arise from within the organism or the individual. It can also be environmental and also situational have a role as a preliminary condition for the formation of behaviour (Saat, 2015). So, determinant is a factor that determines an occurrence. Differences in individual success in learning a foreign language have prompted psychologists to conduct research to see what factors cause a person to succeed. The following three factors that most often receive attention; namely aptitude, motivation, and opportunity.

According to UNICEF (2020) access to quality education and skills development must be equitable and inclusive for all children and adolescents, regardless of who they are or where they live. Indonesian citizens are given the same rights by the government in getting education. As stated in Law number 20 of 2003 regarding of the education system especially in Chapter IV article 5 stated that citizens who have physical, emotional, mental, intellectual, and social disorder have the right to obtain special education. Moreover, it cannot be denied that education plays an important role in the life of every individual, therefore equality and equity in education need to be strengthened and supported to confirm the need of giving care and attention to all including the students with special needs (Padmadewi & Artini, 2017). In addition, since August, 11th 2004, through a declaration in Bandung, Indonesia has committed Towards Inclusive Education, where the statement is providing an education for all by giving opportunity to all children without exception to get the same education (Diana et

al., 2017). So, every students include student with special needs also have the same right in learning foreign language especially learning English.

Based on history, special schools began to emerge in the 15th Century, starting with those with sensory impairments. Children who qualify for special education have something wrong with them that make it difficult for them to participate in the regular school curriculum; they thus receive a curriculum that is different from that of their peers. Children with disabilities and other conditions are labelled and excluded from the mainstream of society. Assessment procedures tend to categorise students and this has damaging effects on teacher and parent expectations and on the students' self-concept (Ainscow, 1991; Jenkinson, 1997). Today, during the past two decades, the number of students with special needs being educated in the general education classroom has progressively increased (Whitten & Rodriguez-Campos, 2003). Reports to Congress show that close to 95 percent of students with disabilities are being educated in local general education schools, and 75 percent receive either full inclusion or a combination of inclusive and pull out resource room services (U.S. Department of Education, 2006). Now, children with special needs have obtained an appropriate education as normal students even getting to the higher education. For example, there are already majors available for the education of student with special needs at the universities in Indonesia, one of those is at Universitas Negeri Padang.

English language teaching on students with special needs is not much different from language learning for students in general (Dewi, 2019). There are a large body of research on ELT and student with special needs. Some studies discuss the motivation of student with special needs by (Kholis & Kustiyono, 2020, Syukri & Humaera, 2019, Hu, et al., 2019). Other studies talk about media and method to teach English for student with special needs by (Apriani & Supardan, 2018, Ulfa & Inayati,

2022, Wahyuni, 2019, Astri & Wahab, 2019). English language skills for students with special needs can also be equated with students in general. The researcher specialized the research subject on students with visual impairment because after the results of the discussion with lecturer from the special needs education study program, the conclusion was drawn that students with visual impairment are more effective as participants compared to other students with special needs for several reasons including; complete and adequate physique, adequate thinking ability, and having body parts that are still functioning properly in except vision. This is related to determinants of learning English for normal students, but until now there are still rare studies that focuses on determinants of learning English in student with special needs especially students with visual impairment and based on this background, the researcher is interested in conducting research entitled “Determinant Of Learning English Of students with visual impairment: A Case At Universitas Negeri Padang” to find out the determinant of students with visual impairment at Universitas Negeri Padang in learning English.

B. Focus of The Research

Based on the background above, focus of the research is to find out the determinant of learning English of students with visual impairment at Universitas Negeri Padang.

C. Formulation of the Problem

The problem of this research is formulated as “What are the determinant of learning English of students with visual impairment at Universitas Negeri Padang?”

D. Research Question

Based on the research background above, there are several topics that can be discussed. Then, this research will find the answers of the following research questions:

1. What are the determinants of learning English of students with visual impairment at Universitas Negeri Padang?
2. Which is the most dominant determinant of learning English of students with visual impairment at Universitas Negeri Padang?

E. Purpose of the Research

Based on the research questions above, this study aims at finding out :

1. To know the determinants of learning English of students with visual impairment at Universitas Negeri Padang.
2. To know the most dominant determinant of learning English of students with visual impairment at Universitas Negeri Padang.

F. Significance of the Research

Based on the background that have been described previously, the significances of this research are to describe the determinant of learning English of students with visual impairment at Universitas Negeri Padang, moreover researcher hope that this study give the benefits :

1. Provide information to the general public regarding the determinants of learning English of students with visual impairment.
2. Provide experience to researcher because I gain experience to be able to research the determinants of learning English of student withvisual impairment.
3. Provide information to the campus to facilitate and pay attention to the needs of learning English of students with visual impairment at Universitas Negeri Padang environment.

G. Definition of Key Terms

1. Determinant

The term determinant in this sense is a factor that is decisive or final in its nature in a causal relationship. Determinants can be organic in nature and are causal factors that arise from within the organism or the individual. It can also be environmental, and also situational plays a role as a preliminary condition for the formation of behaviour (Saat, 2015).

2. English

English is a foreign language that is used as a global language to communicate around the world (Nur, 2020; Rajab et al., 2020; Vallente, 2020; Sritrakarn; 2021)

3. Learning

Learning has been defined functionally as a change in behavior that results from experience or mechanistically as a change in the organism that results from experience (Houwer et al., 2014).

4. Visual Impairment

Visual impairment people are those who have no vision at all until those who still have vision left but don't able to use their eyesight to read writing normal size 12 points in normal light conditions although assisted with glasses (less alert) (Pertuni, 2004)